

ACCESS CENTER

ANNUAL REPORT 1990-1991

**Achievement Center
University of Minnesota, Duluth**

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ACCESS CENTER GOALS AND 1991-92 OBJECTIVES

The Access Center is the component of the Achievement Center which promotes academic, programmatic and physical access for students with disabilities. To accomplish this, the Access Center will:

- I. Continue to provide direct services to ensure program access.
 - A. Continue to provide sign language interpreters, readers, tutors, academic aids and test accommodations.
 - B. Continue to provide note-taking services and refine this service by developing written policies and guidelines and by providing regular training for note-taking staff.
 - C. Develop written policies for reading/taping services.
 - D. Develop a small equipment loan bank. (Dependent on the continuance of the position of General Disability Services Coordinator.)
- II. Promote independence and improve the educational development of students with disabilities.
 - A. Continue to sponsor workshops and other educational events for students.
 - B. Pilot a section of College Study Strategies for students with learning disabilities.
 - C. Refine the role of peer tutor/counselors.
- III. Increase the understanding of and support for disabled students in the campus community.
 - A. Revise and enlarge guidelines for faculty and staff.
 - B. Present disability-related workshops for faculty and staff as requested and as staff time allows.
 - C. Continue to interact with community organizations.
 - D. Continue to sponsor Disability Awareness Days.
- IV. Continue to ensure gains for a protected class as mandated by Section 504 of the Rehabilitation Act of 1988 and the Minnesota Human Rights Statute.
 - A. Continue to provide advocacy for students.

B. Continue to provide technical advice to the University.

C. Promote a campus-wide task force to explore the need for and possibilities of acquiring additional adaptive equipment.

PROGRAM HIGHLIGHTS

- * Penny Cragun is appointed Director of the Access Center.
- * Judy Broman is appointed Coordinator of the Learning Disabilities Program.
- * Jody Elwell and Dawn Peterson are hired as staff interpreters for the Hearing Impaired Program.
- * Judy completed her Master's Degree in Special Education in October.
- * Roberta Juarez is appointed General Disabilities Services Coordinator in January.
- * Established a note-taking service for students with disabilities.
- * Presented encore performance of "Sunshine, Too," a sign language theater troupe from Rochester, NY.
- * Penny and Judy presented "Providing Tutorial Support to Students with Learning Disabilities" workshop to Minnesota Reading Association Conference.
- * Presented second annual Disability Awareness Days, with encore performance of "A Horse of a Different Color."
- * Sponsored performance of Rob Chalmers' magic show as part of Disability Awareness Days.
- * Penny and Judy presented IDS workshop, "Putting Yourself in the Place of a Student with a Learning Disability," to faculty and staff.
- * Co-sponsored Colleen Pouliot's workshop on Deaf Culture as part of the Spectrum Lecture series.
- * Co-sponsored staff development workshop on attention deficit disorders by Dr. Barry Garfinkel and Christine Hunter, both from University of Minnesota, Minneapolis.
- * Penny, Nancy, and Judy participated in "Ba Fa, Ba Fa," a multicultural experience workshop.
- * Co-sponsored Laurie Swaybe's workshop "From Words to Ideas" for Sign Language Interpreters.

DIRECTOR'S REPORT ACCESS CENTER 1990-1991

STAFFING

The staffing for the Access Center changed considerably during the 1990-91 academic year. After serving as Acting Director of the Access Center, I (Penny Cragun) became the Director. The search for this position was conducted during the spring and summer of 1990. During Fall Quarter 90, another search was conducted for a new Learning Disabilities Program Coordinator, the position which was vacated when I became the Director. Judy Broman, the former Assistant Coordinator of the Learning Disabilities Program, was selected and began serving in this position Winter Quarter 90-91. Nancy Diener continued to serve as coordinator of services for the hearing impaired students on a half-time appointment, with some additional hours. She also continued to supervise the staff of sign language interpreters: Kathy McTavish, Jody Elwell, who joined the staff on a permanent 75% basis, and Dawn Peterson, who served on a temporary 75% basis, and Maureen Bridgman, who served on a part-time hourly basis.

In addition to these changes, the position of Coordinator of General Disability Services (CGDS) was established to provide services to students with visual or mobility impairments, head injuries, systemic disorders, psychological disorders, or chronic illness conditions. This population of students needed a program coordinator with expertise in physical and psychological disabilities to provide and supervise services for them. Services needed by these students are varied and dependent upon the nature and severity of the disability, but frequently include assistance with registration, arranging modifications for course or lab work, advocacy, note-taking, and arranging test accommodations. They comprise the second largest group of students with disabilities served by the Access Center, and the time required to serve them far surpassed that available to me as I direct the Access Center and assist the Learning Disabilities Program.

There were also many accessibility issues that needed to be addressed at UMD, as being a truly accessible campus means much more than providing elevators and ramps. Monitoring the accessibility status of the University is time-consuming, but essential, if the University is to fulfill its responsibilities to students and the public. It also demands knowledge and experience. And the passage on July 26, 1990, of the Americans With Disabilities Act (ADA) has meant increased attention to the accessibility of campus programs, facilities, and services. Monitoring and addressing accessibility issues also became part of the responsibilities of the Coordinator of General Disability Services.

The search for this position was initiated in Fall Quarter, and Roberta Juarez began her duties as Coordinator for General Disability Services in January. She has provided a high level of service to students with physical and psychological disabilities. In addition, she has very adequately monitored the accessibility of programs and facilities at UMD. A top priority is to secure funding to continue the position of Coordinator of General Disabilities Services so that the progress made in monitoring accessibility and in serving students with physical and psychological disabilities will not be lost.

Another priority staffing need is to increase the position of the Hearing Impaired Program Coordinator to full-time. With the growth in the number of students with hearing impairments, it was necessary for Nancy Diener to work additional hours beyond her half-time appointment. A full-time appointment would allow for adequate

time for direct service to students and for administrative tasks connected with the coordination of that program.

ADMINISTRATION, PROGRAM AND POLICY DEVELOPMENT

Approximately half of my time was spent on administrative issues and tasks, such as meeting with faculty and administrators, supervising Access Center staff, preparing and writing reports, and working on policies and budget. Two major policy issues were discussed this past academic year. The proposal for a campus Interpreter Fund was presented to the President's Cabinet, but the issue was not resolved nor was the fund implemented. A second policy issue, priority registration for students with disabilities, was presented to the Educational Policy Committee for review. This committee recommended the policy for approval by the Campus Assembly; this body has yet to vote on the policy. Finally, written guidelines for test accommodations were developed and distributed to faculty. (Please see copies of these materials at the end of this report.)

Program initiatives this year were staff note-taking services and the use of peer tutor/counselors. The establishment of note-taking services was necessitated by the enrollment of three non-signing hearing impaired students for Fall 90, for whom note-taking is the primary accommodation needed. Peer tutor/counselors were used to provide support for students with learning disabilities or attention deficits in such areas as study strategies and time management. Both program initiatives are described in more detail in the Tutorial Program report. Evaluations by students indicated that these services were very beneficial. Both services will be continued next year; however, both will be refined and policy will be developed.

DIRECT STUDENT SERVICES

During Fall Quarter 90 and the first part of Winter Quarter 91, I continued to provide direct services to students with physical and psychological disabilities. In January, Roberta Juarez assumed responsibility for those duties. However, I continued to provide assistance to students in the Learning Disabilities Program throughout the 90-91 academic year. My assistance fell primarily in the areas of screening and assessment, problem resolution, advocacy, and assistance to prospective students. In the area of assessment, Judy Broman (Learning Disability Program Coordinator) and I continued to function as an assessment team. Both of us conducted intake interviews, administered tests, analyzed results, and reviewed them with students; Judy Broman, as program coordinator, wrote the final reports. Advocacy and problem resolution was the second area of direct service to students with learning disabilities. The third area was assistance to prospective students, parents of prospective students, and high school counselors. I sent approximately fifty letters and informational packets; in addition, I had numerous telephone contacts and personal visits with prospective students. I also gave assistance to Admissions in reviewing the applications of students with learning disabilities. Finally, I assisted Fall 91 students with course selection during spring Orientation sessions.

EDUCATIONAL OUTREACH AND PROFESSIONAL ACTIVITIES

Much of my educational outreach took the form of presentations to classes and departments; I made twelve such presentations during the past year. A presentation was also made to the Academic Administrative Council on the University's policy and guidelines concerning students with disabilities.

Disability Awareness Days were held on April 8th and 9th to create awareness among, and to provide information to, students, faculty and staff. Community organizations participated in a Disability Information Fair in Kirby both days. "A Horse of a Different Color" --a one-act play about disabilities--was presented for the second year and again was well received. A highlight of this year's Disability Awareness Days was a presentation on Tuesday evening by Rob Chalmers, a nationally-known magician and speaker. He not only educated but also entertained his audience. The General Disability Services Coordinator provided the coordination for this year's Disability Awareness Days; these events are described in more detail in that program report.

Another major outreach effort was the presentation of two workshops in February for faculty and staff, sponsored by the Instructional Development Service. The workshop was entitled: PUTTING YOURSELF IN THE PLACE OF A STUDENT WITH A LEARNING DISABILITY: Experiencing, Understanding, Helping, Teaching, and Empowering. Judy Broman and myself were the presenters for these workshops, which were attended by a total of 32 faculty and staff. The evaluations by participants indicate that the workshops increased both knowledge about learning disabilities and willingness to accommodate students with learning disabilities. In order to make this information available to additional faculty and staff, IDS plans on repeating the workshop during Fall Quarter 91.

Judy Broman and myself also co-presented at the Minnesota Reading Association's 1990 Fall Conference which was held in Duluth. Our presentation was part of a Pre-conference Institute entitled "Providing Tutorial Services to Post-Secondary Students" and dealt with providing tutorial support to students with learning disabilities.

Finally, with the support of a CEE Staff Development Grant, the Access Center and the Counseling Department of the Student Health and Counseling Center sponsored a workshop on May 1, 1991, on Attention Deficit Disorder as it relates to the college population. Dr. Barry Garfinkel, Director of the Division of Child and Adolescent Psychiatry at the University of Minnesota, and Christine Hunter, ADHD Clinic Coordinator at the University of Minnesota, both experts in their fields, were the presenters. Even with a last minute change in time to accommodate the presenter, twenty-four people attended the workshop from four UMD departments, the College of St. Scholastica, Miller-Dwan Medical Center, and a psychiatrist in private practice. The evaluations indicated a consensus that this was an excellent presentation of useful information meeting the objectives of those attending.

My other professional activities included serving on the Building Advisory Committee for the Student Health and Counseling Center and on a community Task Force on Traumatic Brain Injury, and participating in a Fall meeting of the University Senate Committee on the Handicapped. In addition, various conferences and workshops were attended: the international conference of the Learning Disabilities Association which was held in Chicago in February; a local workshop in the fall on the Americans With Disabilities Act of 1990; several meetings of a local group, the Arrowhead Connection; and the conference and state meeting of HECLD (Higher Education Consortium on Learning Disabilities) in St. Paul in April.



UNIVERSITY OF MINNESOTA
DULUTH

Access Center
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Duluth, Minnesota 55812-2496

August 21, 1990

PROGRAM DIRECTOR
(218) 726-7965

TO: UMD Faculty and Academic Staff

LEARNING DISABILITIES
PROGRAM
(218) 726-8727

FROM: Access Center Staff:
Penny Cragun, 726-8727
Nancy Diener, 726-8709
Judy Broman, 726-7965

HEARING IMPAIRED
PROGRAM
(218) 726-8709 (Voice)
(218) 726-7380 (TDD)

RE: Test accommodations

PHYSICAL DISABILITIES
& VISUALLY IMPAIRED
PROGRAM
(218) 726-7965

In the past, there have been a number of concerns and questions raised about alternative examination arrangements for students who, because of their disabilities, have difficulty taking exams in the regular manner. Students with disabilities, including students with learning disabilities, are legally entitled to alternative testing arrangements to ensure that their academic achievement, rather than the functional limitation caused by the disability, is evaluated. Depending on the type of disability the student has, and the methods of evaluation desired, instructors can choose from a variety of accommodations to assist the student.

The most common accommodations required for disabled students include extra time to complete the exam, a quiet room which is free from distractions (not a hallway or reception room), and/or a test reader, writer or proofreader. Less common accommodations are to change the format of a test, for example, from an objective to an essay test, or to allow the student to tape-record rather than write the answers. After consultation with the student, the instructor can often provide the most appropriate accommodations which will fairly reflect the student's academic achievement.

As a convenience for faculty and students, the Access Center will provide alternative testing arrangements when the instructor is unable to do so. Testing accommodations provided by the Access Center are designed to provide equity for the disabled student rather than a competitive advantage: no content assistance is provided nor is the student allowed to use books, notes, etc. unless specified by the professor. Security of the exam is maintained by Access Center staff and tutor/proctors, who are responsible for returning the exam to the professor as soon as possible after its administration. If it is desired to make use of Access Center services, the following procedure is to be observed by students and faculty.

1. The student first obtains a Request for Test Accommodations form from the Access Center and fills in the pertinent information.

2. The student then makes the request known to the instructor, who indicates consent for the exam to be administered by the Access Center by initialing the form.

3. The student is then responsible for returning the request form to the Access Center at least one week before the exam is scheduled. If test requests are received with less than one week's notice, the Access Center can not assure that the requested test accommodations can be arranged.

4. The exam itself may be hand-delivered to the Access Center in CINA 104, sent through campus mail, or may be picked up by the tutor/proctor, depending on the preference of the instructor. Instructors are also asked to specify how and where they would like the completed exam returned.

5. The Access Center will make every attempt to administer the exam as closely as possible to the time when the other students are taking it, unless other arrangements are specifically made.

We encourage students with disabilities to identify themselves to their instructors at the beginning of each quarter, so that you, as instructors, will have an idea of who will be requesting test accommodations and the type of accommodations that will be requested. If you have any questions about testing accommodations or these exam procedures, please do not hesitate to call us. A sample Request for Test Accommodations form is included below for your information.

REQUEST FOR TEST ACCOMMODATIONS

Name _____ Today's Date _____

Course _____ Time _____ Place _____

Date of Test _____ Instructor _____ Instructor's Initials _____

Do you need to take this test at a different time? _____ When? _____

Accommodations needed:

☐ Proctor only ☐ Test Reader ☐ Test Writer ☐ Proof Reader

☐ Extra Time How much time will you require? _____

When and where will you meet your proctor? _____

Office Use Only - Do Not Write Below

Tutor Assigned _____ Confirmation _____

DATE: MAY 15, 1991

TO: EDUCATIONAL POLICY COMMITTEE

FROM: PENNY CRAGUN, DIRECTOR OF ACCESS CENTER

SUBJECT: PRIORITY REGISTRATION

Priority registration has been available to students with disabilities for most or all of the time that there has been an office for students with disabilities at UMD. However, there does not seem to be a written policy concerning this matter. Research shows that priority registration is a support service commonly provided at most colleges and universities. In a national study entitled A NATIONAL ASSESSMENT OF HANDICAPPED STUDENT SERVICE PROGRAMS IN POSTSECONDARY EDUCATION: SURVEY OF PROGRAMS it is reported that 93% of institutions provide "academic counseling/advisement and assistance with scheduling and registration." In addition, an article in the NASPA Journal entitled "Learning Disability Programs in Large Universities" reports that priority registration is offered by 77% of large, state universities to students with learning disabilities (NASPA Journal, Vol 27, No. 3, Spring 1990).

In order to clarify this issue, I would like to delineate how the functional limitations of various disability groups affect the need for priority registration.

Vision Limitations

Need for securing taped, large print, and/or brailled textbooks; 4-6 weeks is the minimum time needed to secure taped or brailled material.

Hearing Limitations

Need time for interpreters and/or notetakers to be scheduled; need time for interpreters to prepare (review vocabulary and content of courses assigned).

Mobility/Standing Limitations

Possible disability groups include: Amputation, Arthritis, Back Injury, Cerebral Palsy, Multiple Sclerosis, Muscular Dystrophy, Paraplegia, Quadriplegia, Post-polio Syndrome, Traumatic Brain Injury, Cardiac conditions, Cancer, and other chronic conditions.

Need to avoid waiting in long lines which causes undue fatigue.

Need for more control over when/where classes are scheduled for health and mobility reasons.

Need to avoid crowded areas for those students using wheelchairs, motorized carts, or whose disability involves a balance impairment.

Learning Mode Limitations

Possible disability groups include: Cerebral Palsy, Learning Disabilities, Traumatic Brain Injury.

Need time (4-6 weeks) for securing taped textbooks.

Need time for scheduling notetakers.

Need to select courses appropriate to their disability (courses that aren't severely affected by the learning difficulty).

It is proposed that the Access Center, in conjunction with the student affairs offices of the collegiate units, facilitate priority registration for students with the functional limitations outlined above. Students with learning mode limitations only (i.e. Learning Disabilities, Cerebral Palsy, Traumatic Brain Injury) who are Juniors and Seniors would not be served unless the student had a need for securing taped materials or utilizing staff notetakers. Service providers who are also students may in certain circumstances require a special schedule in order to serve students with disabilities; eligibility for priority registration in these and other exceptional cases will be decided on by a case-by-case basis by the Director of the Access Center.

Procedures for Priority Registration of Students with Disabilities

1. Access Center will supply a list of probable students to each collegiate unit.
2. Access Center will send a memo to faculty advisors explaining the need for advisement prior to the regular advisement period.
3. Access Center will collect registration materials from qualified students and send to the registrar before the registration queue begins.
4. For departments utilizing group advising, students would still be required to attend group sessions to obtain needed information.

TABLE 1
Access Center
Count of Students by Primary Disability

<u>Primary Disability</u>	<u>1989-1990</u>	<u>1990-1991</u>
Visual Impairments	7	5
Hearing Impairments	6	10
Visual and Hearing Impairments	1	2
Mobility and Coordination Impairments	21	25
Systemic Impairments	4	3
Emotional/Psychological Disability, Chemical Dependency	12	14
Attention Disorder Deficit	5	9
Learning Disability	97	95
LD Assessment in Progress or Not Certified	59	51
Other	5	5
Prospective Students	*	60
	217	279

* figures not available

TABLE 2
COLLEGE DISTRIBUTION

X₁: College

BAR:	ELEMENT:	COUNT:	PERCENT:
1	SBE	16	7.805
2	CEHSP	44	21.463
3	SFA	10	4.787
4	CLA	75	36.585
5	CEE	10	4.878
6	CSE	45	21.951
7	GS	5	2.439
8	Missing Values:	74	

-MODE

Figure 2 College Distribution

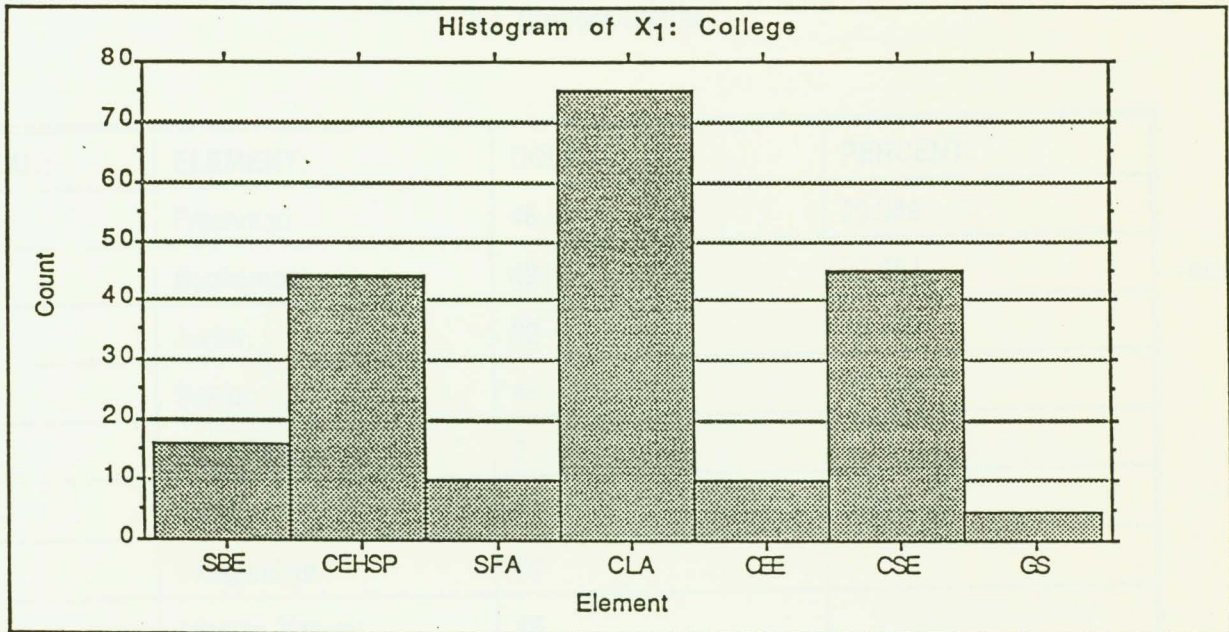


TABLE 3
STUDENTS' STATUS AT TIME OF INITIAL CONTACT

X₁: Student Status

BAR:	ELEMENT:	COUNT:	PERCENT:
1	Freshman	46	25.989
2	Sophomore	49	27.684
3	Junior	32	18.079
4	Senior	41	23.164
5	Adult Special	2	1.13
6	Grad	7	3.955
7	Prospective	60	
8	Missing Values:	42	

—MODE

Figure 3 Students' Status at Time of Initial Contact

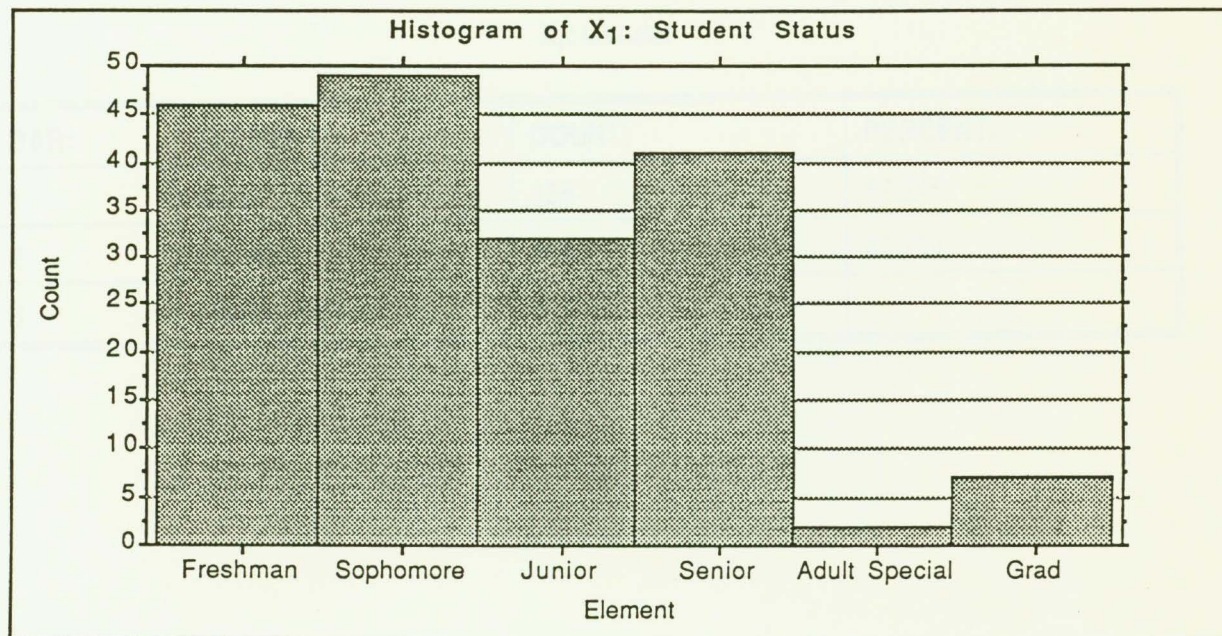


TABLE 4
GENDER DISTRIBUTION

X_1 : Gender

BAR:	ELEMENT:	COUNT:	PERCENT:
1	Male	158	57.246
2	Female	118	42.754
3	Missing Values:	3	

Figure 4 Gender Distribution

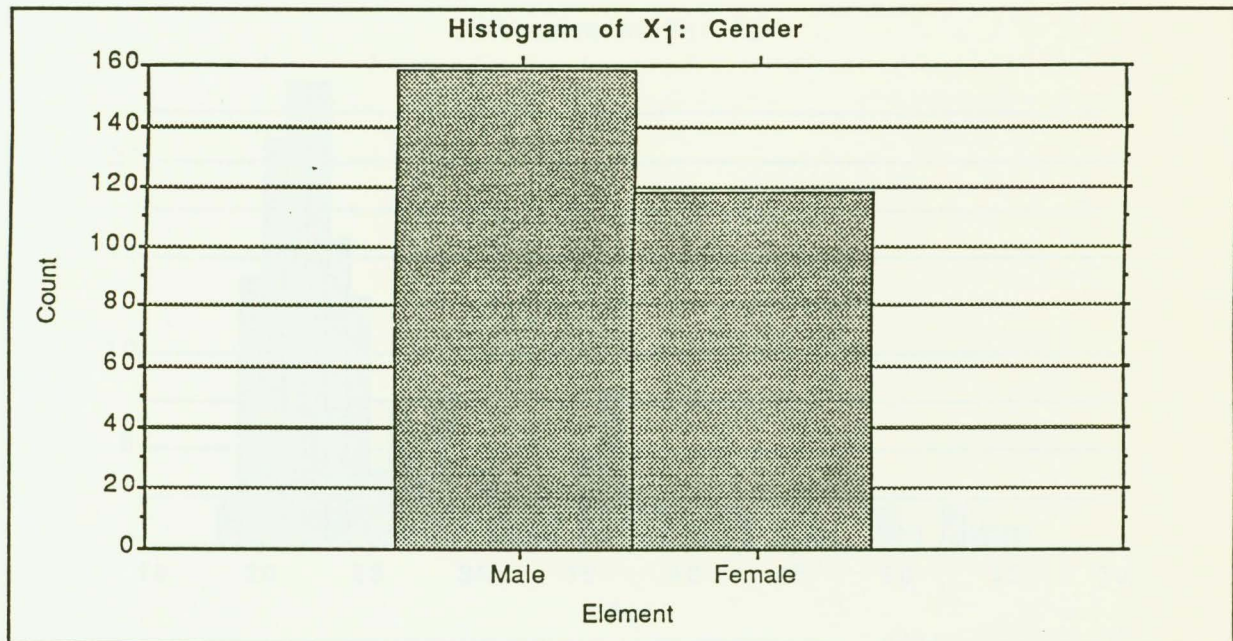


Figure 5 Age Distribution

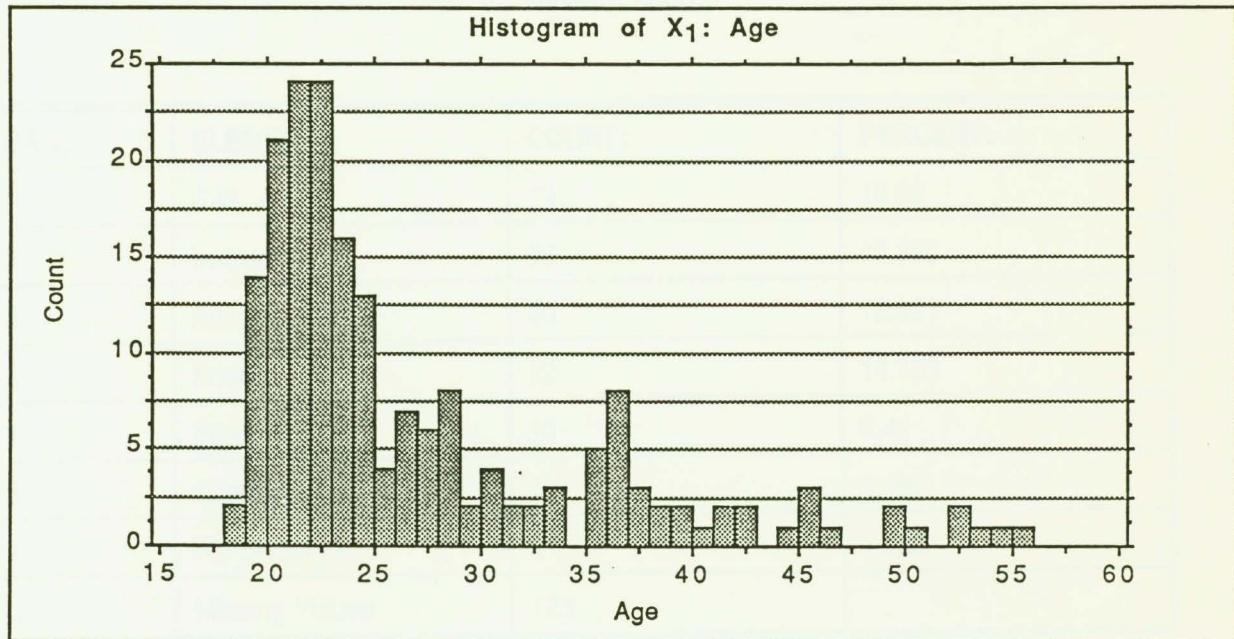
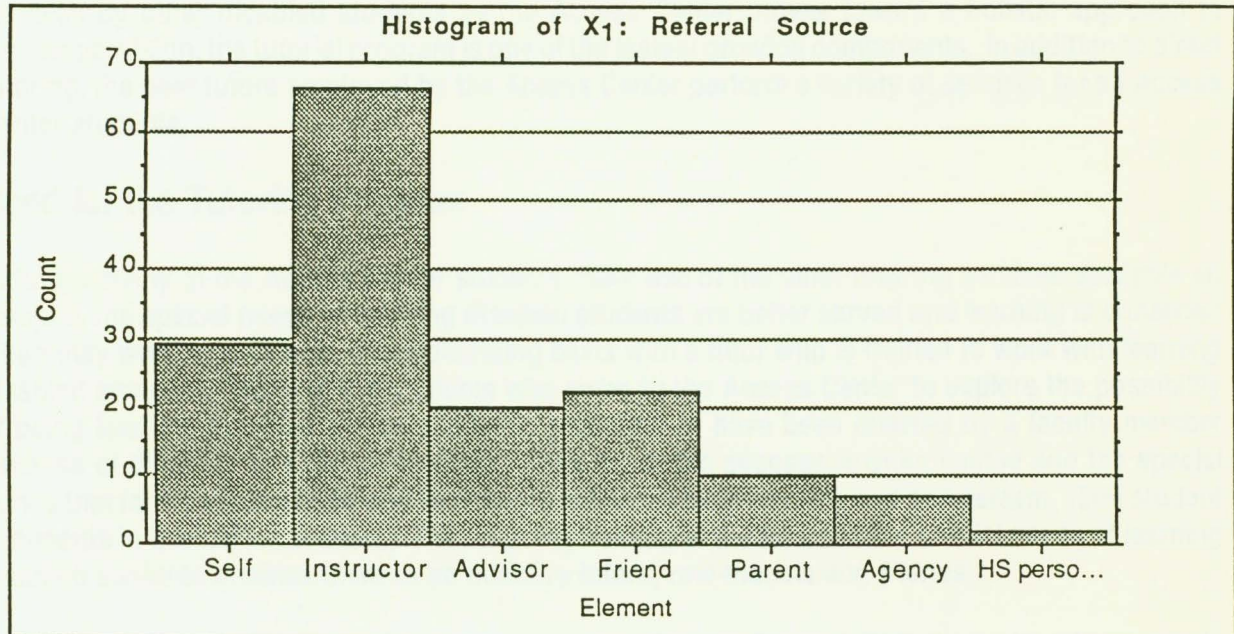


TABLE 6
REFERRAL SOURCE

X₁: Referral Source

BAR:	ELEMENT:	COUNT:	PERCENT:
1	Self	29	18.59
2	Instructor	66	42.308
3	Advisor	20	12.821
4	Friend	22	14.103
5	Parent	10	6.41
6	Agency	7	4.487
7	HS personnel	2	1.282
8	Missing Values:	123	

Figure 6 Referral Source



TUTORIAL PROGRAM 1990-91

With increased numbers of learning disabled students at UMD, and with the increased use of tutoring services by other disabled students as the Access Center moves toward a holistic approach to service provision, the tutorial program is one of the fastest growing components. In addition to direct tutoring, the peer tutors employed by the Access Center perform a variety of services for all Access Center students.

Need for the Tutoring Program

Although many of the Access Center students make use of the other tutoring services available on campus, the special needs of learning disabled students are better served and learning is enhanced when they work, one-to-one, on a continuing basis with a tutor who is trained to work with learning disabled students. Many of the students who come to the Access Center to explore the possibility of being learning disabled are on academic probation or have been referred by a faculty member because of difficulty in a particular class. Their academic success is often limited and the special bonds that form between them and their tutors enhances both learning and self-esteem. (See student comments in Evaluation section.) The on-going training of the tutors in the special needs of learning disabled students enables them to be effective tutors, role-models and friends.

In addition to tutoring learning disabled students, the Access Center tutors are working increasingly with students with other disabilities. More blind/visually impaired, hearing impaired and post-chemically dependent students are enrolled at UMD and are coming to the Access Center for tutoring and test accommodations. Also, as the staff recognizes the cognitive manifestations of other disabilities, such as cerebral palsy and epilepsy, its holistic approach includes providing appropriate accommodations for these students also.

During the past academic year, 88 students received a total of 2578 hours of tutorial services.

Tutor Staff

Fall Quarter began with a small, but experienced staff of tutors: Mark Anderson, Dave Ellefson, and Joe Morin (math and natural sciences), Kelly Hanlon and Mary Larson (English/communications), Liz Carlson (Sociology) and Scott Veronen (mathematics and accounting). With the development of note-taking services, it was necessary to recruit some new tutors whose primary responsibility was note-taking. Sue Klemer, Sarah Storck, and Louis Rock began as note-takers, and then added tutoring in music, German, and geography, respectively, to their duties as needs arose. Additional tutors were hired throughout the quarter as needed: Jeff Hawkinson (higher mathematics), Joel Boeder (computer science), and Pat Farmer (philosophy).

Few changes in the tutor staff were made during winter quarter. Dave Ellefson was student teaching, and to compensate for his absence and the large number of students requesting a biology tutor, Diane Harrison and Chris Stevens were added to the tutor staff. Pat Farmer graduated at the end of

winter quarter.

Spring quarter again saw a few staff changes. Linda Houser was hired to tutor French and Chris Zimmerman to tutor in psychology. Spring quarter was also the time to anticipate the graduation of seven of the current tutors and recruit new tutors for next year. Four new tutors were hired to begin working in September.

Colette Wolfe, who had taped for the Access Center in 1989-90, was rehired to tape materials not available from Recording for the Blind. This service is used by students who have severe reading or visual disabilities.

Tutor Training

Each quarter, the new tutors met in small groups with Judy for tutor training. The AHSSPPE tutor manual, "Assisting College Students with Learning Disabilities", was used as a guide for these sessions. Training continued throughout the quarter at the weekly tutor meetings.

All tutors were required to attend the weekly tutor meetings. During these meetings, new tutor requests and requests for test accommodations were scheduled. These meetings were also used to discuss concerns about the tutee's progress and other problems encountered by the tutors, to share success stories, and to learn new ideas and strategies for tutoring.

Test Accommodations

Facilitating test accommodations is one of the major components of the tutoring program. The tutoring staff has served as: test readers for slow or otherwise disabled readers, readers/scribes for blind students, scribes for physically disabled students, proof readers/writers (for essay tests) for language-disabled students, proctors in a quiet environment with extra time for many learning disabled students. Students report that they score as much as 15 points higher on an average test with these accommodations.

Before classes began in the fall, policies and procedures to be followed by faculty and students when requesting test accommodations were drafted. In addition, a new form to use when requesting test accommodations was designed in an attempt to provide better control of the process. Although there is a bit more for instructors to fill out, everyone seems to like it better.

Space for testing continues to be a concern of the Access Center staff and the tutors. The loss of L 182 had a severe impact on available space. This has been partially alleviated by some Achievement Center staff volunteering their offices when not in use, but because of the easy accessibility of confidential information in these offices and the tutors' reluctance to use these "private" spaces, they were used only as a last resort. Career and Placement Services interview rooms were often used although the distance to C&PS made these less than completely satisfactory. The time spent looking for an appropriate space often cut into valuable tutoring or test-writing time, and students have reported that this greatly adds to their stress level before taking tests.

Accommodations for 472 quizzes and exams were arranged by the Access Center during the 1990-91 academic year.

NOTE-TAKING

Note-taking services were new to the Access Center program during the 1990-91 academic year. Although many colleges and universities offer this service to students with disabilities, Access Center students had been relying on notes taken by peer volunteers or supplied by the instructor. Neither of these options is satisfactory for the needs of the hearing impaired students who do not use ASL, and with the admission of several of these students, it became imperative to develop a note-taking program. This service was also offered to a small number of learning disabled and physically disabled students whose disabilities prevent them from recording complete or accurate notes. (See Table 1 for distribution by disability of student.)

Note-taking became another of the duties of Access Center tutors. Early in the fall, Nancy Diener presented a workshop to teach them the basics of recording notes for students with special needs. As the year progressed, a number of issues were raised: Who should have copies of the notes? How and where will copies be made? Does the Access Center keep copies of notes? If so, how and where are they stored? Is the note-taker responsible when the student does not go to a class? Who keeps track of absences?

There will be more decisions and policies to be made as this program goes into its second year. During the past year, Access Center tutors provided 817 hours of note-taking services to students with disabilities.

Taping Services

Students who have severe reading or visual disabilities can get much of their course information via audiotape. These students register with Recording for the Blind or with a state taping service, and through that service, order taped textbooks. When a needed book is not available, or other materials are assigned to be read, an Access Center reader tapes the material for the student. Colette Wolfe, with occasional help from other tutors, read/taped for the Access Center this year and provided 186.25 hours of taping/reading to the six students who needed this service.

PTC PROGRAM

After consideration of the increasing numbers of students seeking Access Center services, it has become apparent that the staff cannot adequately respond to all of their needs. To help alleviate this situation, a peer tutor/counselor (PTC) program was initiated during winter quarter. In this program, the participating tutors had a small (one or two) "caseload" of students with disabilities who were perceived to need more help to get through university requirements. These students met with their PTC's weekly to "check-in" and work on their priority issues. Some of these issues included time management, organizational skills, completing "Incompletes", filing upper division papers, and working through registration and financial aid questions.

The requirements to be a PTC included, in addition to being patient, sensitive, flexible, etc., having good communication skills, being of junior or senior status, having tutored for the Access Center for a full quarter, and having completed the Access Center tutor training. Ten tutors volunteered for the pilot project. Judy presented several training sessions concerning basic attending, listening and responding skills. Assignments were made and the PTC's began meeting. Evaluations after one quarter indicated that the program is basically sound, but requires some fine tuning. Some changes that will be made in the coming academic year are:

1. The tutees will be better informed about why they were selected and the expected outcome of the program.
2. More structure and supervision will be provided to the PTC's.

Evaluation

Again this year, the student evaluations of the tutoring program were overwhelmingly positive. All student tutees were asked to evaluate his/her tutor(s). Tutees returning the evaluations reported that they could easily ask questions and clarify issues with their tutors: "... (he) didn't make me feel like an idiot...", "she brings things into perspective, in a way that I can understand", "...and encouragement when I was very discouraged and not sure if I could make it or not". "She knew the information and could relate (it) to the discussions..." The students also "strongly agreed" that the tutors were available when needed, helped them make plans for studying on their own, were well informed in the subject content and that their grades improved when working with their tutors. Suggestions for improvement in the program followed two themes: not enough physical space and not enough time with the tutors.

The tutoring program is of great importance to the students served. Students, who come to the Access Center on academic probation or having other academic difficulties, are often able to get the help they need to be successful. The success of the program is evidenced by increased usage of tutoring services by students (See Table 2), as well as students' reports of feeling better about themselves, more secure in their choices and more competent in their classes. Another indication of the importance of Access Center tutoring to the student is that, as in past years, the great majority of the students served are freshman or new to the program. As these students progress through college, they become increasingly independent.

Penny and Judy have identified the following issues:

1. The need for more space, especially more quiet space for testing. This shortage becomes critical during mid-term and final exam times.
2. Commitment of funds to the tutorial program as the diversity of the students served becomes greater.
3. Refinement of the role of the tutors as peer counselors for high risk students. This will initially involve additional staff time for program development and implementation, and possibly a modest increase in tutoring staff. Once the program is in place,

professional staff time should be reduced as tutor/counselors assume more responsibilities.

Total tutoring for Fall Quarter

Tutoring: 340.5 hours, 54 students
Test Accommodations: 213
Note-taking: 225.25 hours
Taping: 50 hours

Total tutoring for Winter Quarter

Tutoring: 445 hours, 52 students
Test Accommodations: 132
Note-taking: 303.5 hours
Taping: 88.75 hours

Total tutoring hours for Spring Quarter

Tutoring: 283.75 hours, 54 students
Test Accommodations: 127
Note-taking: 266.25 hours
Taping: 47.5 hours

**ACCESS CENTER
TUTOR-TUTEE CONTACTS**

	1988-89 TOTALS ¹	1989-90 TOTALS	CHANGE FROM 1988-89	1990-91 TOTALS	CHANGE FROM 1989-90
Number of Recorded Contacts		1104		1641	+537 (49%)
Students Served	51 ¹	132 ²	+81	160 ³	+28 (21%)

¹ Records are incomplete. Prior to Winter 89 data was not systematically collected.

² represents 80 individuals

³ represents 88 individuals

	1988-89 TOTALS	1989-90 TOTALS	CHANGE FROM 1988-89	1990-91 TOTALS	CHANGE FROM 1989-90
Hours of Tutoring	1036.5	1268.5	+233	1069.25	-199.25 (-16%)
Hours of Test Accommodations	110.25	386	+272.75	472	+86 (22%)
Hours of Taping	286	117.75	-168.25	186.25	+68.5 (58%)
Hours of Paid Note-Taking	0	19.25	+19.25	817.25	+798 (4145%)
Hours of Tutor Counseling	0	0	0	33	+33
Total Paid Tutor Hours	1432.75	1791.5	358.75 (25%)	2577	785.5 (44%)
Total Costs	\$8181	\$10,749	\$2568 (31%)	\$15930	\$5181 (48%)

Fall 90 Tutor Record

X₁: Work Accomplished

Bar:	Element:	Count:	Percent:	
1	Tutor/Study Conce...	177	33.022	-Mode
2	Set Study Plan	8	1.493	
3	Prepare For Exam	6	1.119	
4	Read/Write Exam	53	9.888	
5	Proctor Exam	61	11.381	
6	Review Exam	18	3.358	
7	Review Lab	3	.56	
8	Organize/Plan Paper	0	0	
9	Write Paper	7	1.306	
10	Revise Paper	12	2.239	
11	Proof Paper	18	3.358	
12	Library Research	2	.373	
13	Review Notes	1	.187	
14	Write Program	0	0	
15	Revise Program	0	0	

1

X₁: Work Accomplished

Bar:	Element:	Count:	Percent:
16	Tape Materials	3	.56
17	Work Problems	63	11.754
18	Plan/Revise Speech	0	0
19	Notetaking	104	19.403
20	other 2	0	0

2

Winter 91 Tutor Record

X₁: Work Accomplished

Bar:	Element:	Count:	Percent:	
1	Tutor/Study Conce...	162	28.174	-Mode
2	Set Study Plan	8	1.391	
3	Prepare for Exam	65	11.304	
4	Read/Write Exam	28	4.87	
5	Proctor Exam	72	12.522	
6	Review Exam	14	2.435	
7	Review Lab	2	.348	
8	Organize/Plan Paper	2	.348	
9	Write Paper	14	2.435	
10	Revise Paper	7	1.217	
11	Proof Paper	2	.348	
12	Library Research	0	0	
13	Review Notes	1	.174	
14	Write Program	0	0	
15	Revise Program	0	0	

1

X₁: Work Accomplished

Bar:	Element:	Count:	Percent:
16	Tape Materials	16	2.783
17	Work Problems	66	11.478
18	Plan/Revise Speech	0	0
19	Notetake	94	16.348
20	PTC	16	2.783
21	More	6	1.043

2

Spring 91 Tutor Record

X₁: Work Accomplished

Bar:	Element:	Count:	Percent:
1	Element 1	0	0
2	Tutor/study conce...	87	17.901
3	Set study plan	0	0
4	Prepare For exam	73	15.021
5	Read/Write Exam	23	4.733
6	Proctor Exam	59	12.14
7	Review Exam	5	1.029
8	Prepare For Lab	4	.823
9	Review Lab	0	0
10	Write Speech	3	.617
11	Organize/Plan Paper	9	1.852
12	Write Paper	15	3.086
13	Revise Paper	12	2.469
14	Proof Paper	11	2.263
15	Review Notes	0	0

1

X₁: Work Accomplished

Bar:	Element:	Count:	Percent:
16	Tape Materials	4	.823
17	Work Problems	52	10.7
18	Notetake	92	18.93
19	PTC	17	3.498
20	Office Work	11	2.263
21	No Show	9	1.852
22	more	0	0
23	extra	0	0

-Mode

2

PROGRAM FOR STUDENTS WITH LEARNING DISABILITIES

ACCESS CENTER

1990-91

The Academic year 1990-91 has been another year of continued growth for the Learning Disabilities program with a total of 166 students being served during the year. These students are from the primary disability categories of NC, ADD, LD-I, XH, XH+, XG, XG+, XK, XL, XX. Not included in this number are the 44 prospective students that have made contact with the Access Center over the past year.

Seventy-seven new students were either referred or referred themselves to the Access Center for a learning disability assessment. Of this number, Penny and Judy completed assessments of 46 students. Of these students, 24 were found to have a learning disability; 22 tested negative. Assessments were partially completed for 13 students and intake interviews only were completed for another 15 students.

CATEGORIES OF STUDENTS SERVED

NC Out of the 46 students who completed assessment, 22 students tested negative. 16 of these were found to have neither a learning disability nor evidence of ADD and comprise the "NC" category.

ADD The other 6 students who tested negative for a learning disability were referred out and diagnosed as having an attention deficit disorder. These, plus 3 students already so diagnosed, comprise the 9 students in the "ADD" category.

LD-1 This category is comprised of 33 students (15 intake only, 13 partial assessments, and 5 "other") who are in the process of an assessment for learning disabilities, but for a variety of reasons (including students not following through and lack of staff time) have not completed it.

XH These 98 students have learning disabilities which have been verified either by the Access Center (including the 24 who completed assessment this year), by a previous educational setting, or through an agency such as DVR/DRS.

XG+, XK, XL, XX Although these 10 students have other primary disabling conditions, the services they require are provided by the learning disabilities program. XG students have systemic impairments, XK students have emotional/psychological impairments, XL students have a history of chemical dependence and the XX students have sustained brain injuries.

Again this year, the majority of referrals for learning disability services came from instructors.

IDENTIFICATION/CERTIFICATION PROCEDURE

The newly referred student who comes to the Access Center goes through an assessment procedure designed to identify the areas of learning which are causing difficulty. As part of the screening

IDENTIFICATION/CERTIFICATION PROCEDURE

The newly referred student who comes to the Access Center goes through an assessment procedure designed to identify the areas of learning which are causing difficulty. As part of the screening process, the student completes a questionnaire concerning his/her academic history and what is perceived to be the current learning situation. Upon completion of the questionnaire, it is analyzed and discussed with the student to determine the probability of a learning disability. The questionnaire designed and copyrighted by the University of Minnesota, Minneapolis was again used this year. In addition, the student produces a writing sample which serves as an informal test of written language. At the end of this intake interview, the student may continue in the assessment process or be referred to a more appropriate office or agency.

The continued assessment consists of formal testing. The primary testing instruments used were the Woodcock Johnson Tests of Cognitive Abilities - Revised (WJ-COG) and the Woodcock Johnson Tests of Achievement-Revised (WJ-ACH). If there were still uncertainty about the diagnosis, the student was referred to UWS for the Wechsler Adult Intelligence Scale-Revised (WAIS-R), to measure his/her IQ. Because the advisor of the UWS program was seriously ill most of the year, few students were administered the WAIS-R. The Supplemental Battery of the WJ-COG was substituted for it in the beginning of the year; during the last part of the year the WJ-COG was used almost exclusively. When all scores are analyzed and compared; those students who show significant discrepancy, greater than -1.5 SD, between areas of achievement and their ability, or whose scores otherwise indicate a learning disability, are certified as learning disabled and become eligible for services.

With the use of the complete Woodcock Johnson as the primary testing instrument, the criteria for verification of a learning disability are more clearly, tightly, and objectively defined than in the past. This is thought to be the reason for the large percentage of assessments in which although the student demonstrates some moderate deficiencies, they are not severe enough to be called a true learning disability. For these students, the Access Center staff provides, as part of the assessment review, some written recommendations of strategies which may help remediate their academic weaknesses.

STUDENT SERVICES

The services offered to both new and previously certified students include advocacy with college administration and staff, problem resolution, referrals (psychological, health or vocational counseling, financial aid, etc.) both in and out of the university, priority registration for freshmen and sophomores, assistance with class/test accommodations, tutorial services, BLAST seminars, and the availability of a support/discussion group.

Assistance with class accommodations, alternative testing, and tutoring continue to be the core services provided by the learning disabilities program. Class accommodations include providing taped textbooks for students with severe reading deficits, either through Recording for the Blind, or when that is not available, engaging a reader to tape a particular book or other written material, securing early syllabi for students who need extra reading time, Xeroxing of classroom materials, proofing and/or typing of written assignments, note-taking assistance, training on the word processor,

and the use of special tape players and other equipment. Alternative testing arrangements are made for students who require accommodations. The learning disabilities program provides test readers, scribes, proofreaders, and proctors to these students. These services, provided through the tutorial program, are summarized in a separate section of the annual report.

BLAST SEMINARS

One of the pilot programs of the learning disabilities program during 1990-91 academic year was the BLAST series. BLAST, which stands for Beyond Lectures: Academic Success Tips, is a series of one-hour seminars designed to help students with disabilities understand their disability, learn how to explain it to others, and learn the procedures for getting their needed accommodations. Penny and Judy had been providing this information to students on an individual basis, which was often both repetitious and time consuming. All students who used Access Center tutoring and alternative testing were required to attend the first two seminars. Other seminars dealt with issues of special importance to learning disabled students such as active learning, reading skills, memory techniques, and communication skills. The BLAST seminars proved to be a much more efficient way to help all Access Center students understand their disabilities and keep them aware of changes in procedures. BLAST will be continued next year.

OUTREACH

Another vital component of the learning disabilities program is outreach, the sharing of information about the program with others both within and outside of the university. One of the Access Center's goals has been to increase the university community's awareness of learning disabled students and their special needs, and this has been the focus of outreach this year.

Judy completed her faculty survey concerning their knowledge about learning disabilities and their attitudes toward these students. She found a high correlation between their exposure to learning disabled students, their knowledge about learning disabilities and positive attitudes toward these students. Conversely, those faculty who had the least experience with learning disabilities had the most misconceptions and negative attitudes.

Penny and Judy presented an IDS workshop on learning disabilities for faculty and staff in February, 1991. The workshop was well accepted and the materials gathered and prepared for handouts were reported to have been very helpful. These have also been shared with a number of faculty members who did not attend the workshop.

Presentations concerning learning disabilities, the characteristics of learning disabled students and the function of the Access Center were given by Penny and Judy to approximately 18 classes and tutor training groups during the past year. Similar information was also shared numerous times with individuals (including faculty) in person, by telephone and through letters.

Outside of the university community, Penny and Judy presented a workshop on the Access Center tutoring program to the Minnesota Reading Association conference in October. In April, Judy spoke to a group of learning disabled eighth graders from Proctor and Hermantown about the possibilities

of attending college and the needed preparation while in high school.

Also in April, the Access Center co-sponsored a workshop on attention-deficit hyperactivity disorders presented by Dr. Barry Garfinkle and Christine Hunter from University of Minnesota, Minneapolis. Professionals from both community and university who work with adults with attention difficulties attended this most informative workshop. (See Director's Report for more information.)

DATA MANAGEMENT

During 1990-91, the staff has continued to explore better methods of compiling and recording data. All students requesting Access Center services are asked to provide basic information concerning themselves and their disabilities. However, when compiling the data base, it was discovered that many students had left out information and misread some questions. Although the statistics are more complete than last year, the data form needs another revision.

Data on tutoring and alternative testing arrangements were kept on a statistical program for the first time this year. As with the student data, there are still some missing information due to both tutors and tutees sometimes forgetting to turn in requests or records of action, but it, too, is more accurate than before. Penny and Judy are considering ways to simplify collecting and inputting this data to ensure more complete records.

StatView 512+, a statistical program, is currently being used to collect and compile Access Center statistics. Judy has been looking at some data programs which may be better fitted to the needs of the Access Center, and easier for student workers to learn and use. Although both staff computers are now connected to the AppleTalk network giving staff access to the University student data base, none of the staff has had time to fully capitalize on this resource.

EVALUATION AND OUTLOOK

The Learning Disabilities Program has seen substantial growth, which is documented by the increase of students screened/assessed and the number of students receiving services. This increase has again prompted the staff to explore means of providing services to more students in a more efficient manner.

The BLAST seminars were a definite success, and will be scheduled throughout the coming year with the "basic two" presented on a regular basis. These will again be required for all students requesting tutoring and test accommodations in order to provide them with information about their disabilities and obtaining those services.

The peer tutor/counselor program, which was initiated winter quarter, involved using tutors as peer counselors for high risk students. The peer tutor/counselors (PTC's) met once a week with students to assist them with a variety of concerns and to serve as role models of good students. Judy met with them (as a group) weekly to provide some guidance and direction. The program is proving to be sound, but will need some fine tuning as it goes into the second year. More staff time will be needed to structure the program and provide more individual supervision of the PTC's. (See the

Tutoring Program report for more information.)

Another issue identified in 1989-90 was the lack of staff time needed to manage the data on students and services. Having a work/study student doing office work five hours a week, was invaluable. Another work/study student has been requested for next year.

Some initiatives have been identified by Judy as objectives for the up-coming academic year. As staff time allows, it is important to work out a program in which newly diagnosed learning disabled students will periodically check in with the Access Center to discuss their academic progress. Too often, after reviewing the assessment results with them, the Access Center staff does not see them again until they are in a crisis situation in one of their classes or facing academic dismissal. It is expected that contact and intervention while the situations are still salvageable may avert many of these crises.

Another initiative, still in the exploring stage, is to open a special section of the study strategies course for learning disabled students. Learning disabled students, unless they have had intensive study skills training in high school, are usually deficient in study strategies. A study strategies class structured specifically to address the needs of these students could save the Access Center hours of tutoring by making these students independent learners earlier in their college careers. It would be ideal to offer this course in the summer for students beginning UMD in the fall.

Guidelines for students and faculty continue to be a need for the Access Center. Guidelines for alternative test arrangements were written and distributed last fall (1990). Developing handbooks for faculty and students have been in the plans for some time but there has not been sufficient time for the current staff to do so. If staff time permits, some one-page informational flyers explaining Access Center LD policies will be written and distributed in lieu of handbooks.

With increased referrals for assessments, a major portion of staff time has been spent in testing. While the Woodcock-Johnson Batteries are reliable and valid, they require 3-6 hours of testing plus an additional 5-8 hours for scoring, interpreting results, and writing the report. Student workers helped with the computer scoring and transferring numbers from the printout to the test protocol, which freed up considerable time for Judy. However, because of the lengthy time involved in testing, the Learning Disabilities Program may need to discontinue assessments of referred students. Utilizing the graduate students from the psychology department to administer WAIS-R's and from the education departments to administer Woodcock Johnson batteries has been considered; both are still in early exploratory stages. The staff has also discussed doing a more intensive screening so that fewer students would receive complete assessments and charging a fee to students to cover the cost of the assessment so that a part-time person could be hired to do the testing.

ANNUAL REPORT HEARING IMPAIRED PROGRAM ACCESS CENTER 1990-91

The Hearing Impaired Program is coordinated by Nancy Diener, who works half time for the Access Center and also teaches American Sign Language classes for Allied Clinical Health. The program has been in place since winter of 1988 and each year has seen steady growth in terms of numbers of students served and service hours. This year, however, seems to have been a "BOOM" year, with our student population nearly doubling last year's number (going from 6 to 10). Our efforts were put forth this year at a rather frantic pace, since staff time, space, and money did not increase proportionally. For students, the year has been a successful one, with two students graduating during the spring or summer terms. Student retention is extremely high: at UMD, all students who have received services from the hearing impaired program have continued their education at UMD. Although numbers are small, the retention rate is very nearly 100%. Academic success has been high, and student evaluations of interpreter services have also been extremely positive.

Since our student population is consistently growing, a fundamental shift was made in the staffing area. In the past, we have primarily relied on part time interpreters to cover the student classroom needs and this approach causes lots of administrative difficulties with high turnover rates, scheduling problems, and lack of continuity for students. Since nearly all of our part time staff quit last summer (in each case due to finding full time benefitted employment elsewhere), a 75% time Translator position with benefits was approved and posted. Hired for the position was Jody Elwell, who had worked part time evenings for UMD while working another full time job during the day. Also hired for a 75% time temporary position was Dawn Peterson, who came to Duluth from Minneapolis specifically for this job. This brings the current interpreting staff to 3 at the 75% level, and one part time (25%). In addition, the Access Center frequently used the services of free lance interpreters, an apprentice interpreter, and the Coordinator to cover the un-met need. This year's staff has by far been of the highest quality, most flexible and willing to take on unusual tasks, and most dependable.

The Hearing Impaired Program Coordinator position was only 50% time (with an hourly augment for additional hours beyond 20/wk not exceeding 30/wk) in 90-91. Considering the increase in student numbers, this made the office operations extremely hectic and generally less efficient. A full time position is badly needed.

Recruitment efforts included participation in the "Planning for the Future" Forum sponsored by the Minnesota Resource Center on Hearing Impairment in October. This effort, along with positive word-of-mouth (sign-of-hand??) PR, have proved quite successful. One new freshman has already enrolled for Fall 91, and three more students have indicated they may be attending UMD in the fall through CEE registration, which begins in August. Additionally, the local DRS office has indicated that two students from Duluth will be enrolling in Fall of 92, so we are beginning to see the extended growth of our program. This trend continues the steady growth the program has experienced over the past 4 years.

Three of the new students began the 1990-91 year as non-signing students, which meant a need for the primary accommodation of appropriate note-taking services. The new note-taking program was established in Fall 90. The program was "kicked off" by a short training session for interpreters and tutors on the basics

of taking notes for other students.

Special Projects were numerous this year. The Access Center sponsored a visit by SUNSHINE TOO, an acting group from the National Technical Institute for the Deaf. The visit included an evening performance presented in voice and sign language. As part of the Spectrum speaker series, the Access Center brought Colleen Pouliot to campus to speak on issues related to Deaf Culture and American Sign Language. The Access Center also co-sponsored the "Professional Issues in Interpreting" series of workshops for interpreter skill development. The two workshops, titled "From Words to Ideas", and "Death and Dying" were held at UMD. All special projects were highly successful and received positive participant reaction.

During Spring quarter, the Access Center hosted an interpreter intern from Itasca Community College and a Linguistics (master's) intern from Gallaudet University. During the eight week internship/practicum, the interpreter intern observed staff interpreters in a variety of classes, and with practice and support from the students and professional staff, the intern was able to eventually take on a small amount of interpreting in the class she had observed. The Linguistics intern worked individually with Deaf students in the area of English proficiency.

Another new program attempted this year was the Apprentice Interpreter program. This was an idea which responded to several needs of the program and the interpreters. During spring quarter there was a high number of CEE evening courses requiring interpreter services. When a course runs three hours or more, the use of two interpreters is required - to minimize the risk of work related hazards such as carpal tunnel syndrome, overuse syndrome, and nerve damage, as well as to provide high level of continuous interpreter service by avoiding extreme fatigue. There were four night courses, one on Tuesday, two on Wednesday, and two on Thursday. UMD employs only four staff interpreters. Thus, the apprentice program served several purposes:

1. It provided a second interpreter from the community to team with a staff interpreter to provide service and minimize potential working hazards for the staff interpreter.
2. The apprentice interpreters were less experienced interpreters who were interested in working with a "veteran" to improve their skills in the area of post-secondary education, and;
3. It was a more cost efficient way to provide a second interpreter contracting with the apprentice for a fee of \$10.00/hr instead of the \$17.50-25.00/hr charged by freelance interpreters.

Reports from both staff interpreters and apprentice interpreters were very positive, and students also felt the service provided was of high quality. I would recommend that this program be continued as needed. This might be an area where grant money would be available.

In order to provide additional administrative time for the Coordinator, service on University committees was

reduced significantly. The Hearing Impaired Program Coordinator served on the Sexual Harassment Board as well as the Advisory Committee for the Interpreter Training Program at Itasca Community College. Staff interpreter Kathy McTavish served on the Achievement Center Advisory Committee and the Commission on Gay, Lesbian, and Bisexual Diversity Issues. Staff interpreter Jody Elwell serves as chair of the Educational Interpreters Committee of the Minnesota Registry of Interpreters for the Deaf.

Professional Development included participation in the "Deaf Studies for Educators" national Conference, held in Dallas in March, the "Silent Weekend for Educational Interpreters" in May, and attendance at the MRID (Minnesota Registry of Interpreters for the Deaf) annual meeting in October.

Projects still pending include establishment of a campus wide interpreter fund, guidelines and procedure information for departments requiring services from the hearing impaired program, and the establishment of a note-taking training program, including a workshop on note-taking from NTID staff.

It is estimated that one third of the Hearing Impaired Coordinator's scheduled time each week is devoted to direct services and individual work with students; problem solving, liaison with other departments, advising, etc. The other two thirds is taken up with indirect services and administration: scheduling and supervision of interpreters, staff meetings, committees, correspondence, information and referral, back-up, policy development, recruitment, special projects, committees and other Access Center responsibilities.

Two additional sections are attached which will provide more detailed information regarding services provided through the Access Center's Hearing Impaired Program.

These sections are:

1. Direct Support Services
2. Recommendations for 1991-92 Academic Year.

DIRECT SUPPORT SERVICES PROVIDED TO HEARING IMPAIRED/DEAF STUDENTS THROUGH THE ACCESS CENTER 1990-91

During the 1990-91 academic year, the following services were provided to students with hearing impairments:

Fall 90: Services were provided for 10 students (up 4 from F89)
 Winter 91: Services were provided for 10 students (up 4 from W90)
 Spring 91: Services were provided for 10 students (up 5 from S90)
 Summer 91: Services were provided for 5 students (up 2 from SS90)

I. SIGN LANGUAGE INTERPRETER SERVICES:

Academic Interpreting	= 3,116 hours
Non-academic Interpreting	= 199 hours
<u>Total</u>	<u>= 3,315 hours (up 417 hours from 89-90)</u>

II. TUTORING:

Tutoring	= 182 hours
Test Accommodations	= 64 hours
<u>Total</u>	<u>= 246 hours (up 42 hours from 89-90)</u>

III. NOTE-TAKING (PAID):

Total = 1,417 hours (up 1,387 hours from 89-90)

	1989-90	1990-91	change
Interpreting:	2,898	3,315	+ 417
Tutoring:	204	246	+ 42
Note-taking	30	1,417	+ 1,387
TOTAL	3,132	4,978*	+1,846

*this represents an average of 166 hours of service per academic week.

The following is a list of interpreter services provided during 1990-91 which occurred outside the regular academic classroom environment:

Interpreting requests which were billed out to a sponsoring unit:

To: Kirby Program Board:

1. Suzy Landolphi
2. Mary Rowles
- s. "Beer-Boggle-Goggle"

To: Admissions

1. Campus Tour

To: Career & Placement Services:

1. Student meeting
2. Discover program

To: ROTC

1. Panel Discussion

To: African American Student Services

1. Bishop Stanley Frazier/MN Gospel Twins
2. MLK Service
3. MLK Rally

To: Student Health and Counseling:

1. Presentation "Is it Sex or is it Love?"

To: Orientation:

1. Orientation Day

To: Graduation:

1. Spring 1991 Graduation

TO; Minnesota Repertory Theatre:

1. 1991 season - 4 performances

Interpreting Requests filled by Access Center interpreters but not billed out:

- 3 - prospective student meeting
- 22 - student/instructor information meeting
- 1 - Access Center Open House
- 2 - Nick Whelihan
- 1 - SUNSHINE, TOO
- 10 - Student employee meeting
- 3 - Interdisciplinary committee meeting
- 1 - Student presentation (guest speaker)
- 1 - Learning Resource Center
- 3 - Financial Aid
- 1 - student support group
- 4 - Disability Awareness Days play practice
- 2 - Disability Awareness Days - day programs
- 2 - Rob Chalmers
- 1 - proofreading
- 1 - Colleen Pouliot
- 7 - student inquiries
- 16 - work with interns
- 12 - phone calls
- 1 - pot luck dinner for student support group
- 1 - play preparation
- 1 - play interpretation
- 2 - holiday parties
- 10 - task force, committee work
- 1 - Campus Center Forum
- 2 - Senator Wellstone

HEARING IMPAIRED PROGRAM/ACCESS CENTER RECOMMENDATIONS FOR THE 1990-91 ACADEMIC YEAR

1. STAFFING

- A. **Coordinator** position increased to full time 12 months.
- B. **Interpreter Staff** - 75% temporary position should become permanent - to bring the staff to a total of three 75% interpreters.

Currently, the Access Center is providing, on an average, over 100 hours of interpreting service to hearing impaired students each week. (This does not include tutoring, test accommodations, note-taking, or on-call office time). This is equivalent of more than three 75% positions, or two and a half 100% positions. With the hearing impaired student population at UMD continuing to grow, it is important to be able to provide the needed services this year. In 90-91, the need was high and time worked beyond 30 hours was accumulated at an unacceptable level. In 91-92, with 3 - 75% interpreters, it is estimated that the use of freelance interpreters will be reduced significantly.

- C. Minimize the use of freelance interpreters.

2. BUDGET

- A. The Access Center/Achievement Center should secure a **budget for interpreter expenses**.

There has never been an actual "Interpreting Budget". This year's financial crisis, coupled with the significant increase in Hearing Impaired students using the services, really emphasizes the need for the University to recognize this cost of supporting diversity on campus, and fulfilling the requirements of Section 504 of the Rehabilitation Act of 1974. We must recognize that there are many situations in which students have a right to services and for which the University will not be reimbursed by any supporting agency. This money should not have to be "pirated" from other parts of a budget.

- B. Resolution should be sought for the **Interpreter Fund** issue.

This issue has been "pending" for three years now. It seems timely to seek resolution now.

3. RESOURCES

- A. **Space needs** became even more critical this year.

The hearing impaired program staff consists of one coordinator, four interpreters, and two interns (Spring only). The entire program essentially operates out of one office, which is also used for the Access Center

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ACCESS CENTER
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copy work area, Access Center intern work area, equipment storage, TTY access, and occasionally for tutoring or testing. It is difficult to be efficient without some privacy, and confidentiality is sometimes compromised with this arrangement.

B. Equipment - Purchase a **MacIntosh computer and printer** for the Access Center.

With the increased volume of paper work and reporting required for additional students, it would be extremely helpful to have a permanent computer work station for the use of the Hearing Impaired Program.

Submitted by Nancy Diener, Hearing Impaired Program/Access Center

GENERAL DISABILITY SERVICES ACCESS CENTER 1990-1991

It has been my pleasure to serve as Coordinator for General Disability Services (CGDS) during the past five months. I am confident that I have provided much-needed support for students with physical disabilities and visual impairments and recently students with chemical dependency, systemic, psychological or emotional disorders. I am equally confident that through the continuation of the position, I will provide even more much-needed support to students, faculty, staff, and community.

CAMPUS ACCESSIBILITY

Physical accessibility means more than interconnected buildings and ramps. It means modifying an environment so that each individual has the ability to function as independently and as freely as possible. Unfortunately, UMD still leaves much to be desired as a truly-accessible environment. Some of the issues that were addressed this spring were ones that were there ten years ago when the CGDS graduated from this campus. The CGDS has spent much time dealing with the accessibility of non-residential campus buildings. Often this support came in the form of taking a proactive stand on campus accessibility issues, rather than wait until a complaint was registered. Over thirty memos and at least seventy-five telephone calls have been generated from the office of the CGDS regarding a wide variety of access needs or deficiencies. The following are examples.

The height of the silverware and condiment trays in the Ven-Den was addressed in a memo to Vending Service. Two days later the Ven-Den was checked again and the new trays had been placed at a more acceptable height. When the Ven-Den is eventually remodeled, a permanent work surface at an appropriate height for people who use wheelchairs should be installed.

The handicap-accessible restrooms are inconsistently marked throughout campus. A memo was sent to Plant Services requesting a list of accessible restrooms. No such list was found to exist. At the request of CGDS, one is currently being developed. Also, when all such restrooms are identified, they will be properly marked.

When the CGDS began her position there were no self-service machines in the women's restrooms which contained sanitary napkins, only tampons. Tampons are very difficult, if not impossible for some women with disabilities to use. These machines were also at an inappropriate height in women's restrooms throughout campus. Plant Services was contacted and they have installed a sanitary napkin dispenser at an appropriate height in the restroom on the first floor of Kirby Student Center.

While traveling through campus, it was noted that the front-door ramp in Voss Kovich Hall did not have a non-skid surface. Therefore, not only was this ramp unsafe, it failed to meet accessibility codes. Plant Services was notified and they will apply a non-skid surface to the ramp.

The Kirby elevator is frequently out of service, about twice a month. When that elevator is down, the Foodservice elevator may be used. However, because of heavy doors on the first floor and doors on the second floor which are locked in the evenings and on weekends, the Foodservice elevator is often inaccessible to people with disabilities. Memos were sent to Plant Services, Auxiliary Services, and Foodservice stating that during the times when the Kirby elevator was out of service, the doors must remain open and unlocked. The various offices are complying with this request.

It was later learned that the doors to the back hallway on the second floor of Kirby was still being locked after business hours and on weekends, which made the Kirby bus stop door inaccessible to people who need to use the Kirby elevator. The matter was discussed with Joe Michela and he agreed to keep that hallway unlocked between 7:00 a.m. and 11:00 p.m. every day.

Interior doors in general was the topic of a memo to Jim Shearer. As doors are replaced or repaired, they should be fitted with levered handles. Also doors which are controlled by a tension device need to open using only five pounds of force. Currently they require much more and therefore do not meet federal accessibility codes.

Because many of the vending machines on campus have either coin slots or selection buttons located more than 54 inches from the floor, they are inappropriate for use by most people in wheelchairs. A memo has been sent to Joe Michela of Auxiliary Services requesting that when vending machines are replaced, the new ones should be more accessible.

The self-service computer information terminal at Kirby Information Desk is also inaccessible due to height; it is too high for people who use wheelchairs or who are of short stature. A memo requesting a lower stand for the monitor and keyboard was sent to Information Services. Information Services and the CGDS are working together to find a better stand. Information Services approached the CGDS asking for help in making their computer labs throughout campus more accessible to students with disabilities. After touring the labs, it was noted that the most immediate accommodation to be made was the adjustment of table height and space. A copy of the Federal Accessibility Codes was loaned to Information Services so that they could determine the correct measurements. Even though there is a myriad of hard and software to adapt computers to meet the unique needs of individual disabilities, it was thought best not set up adapted equipment until individual student needs arise. The CGDS will then be contacted to assist in locating the appropriate equipment.

The same federal code document was loaned to the Library after a meeting with the Handicapped Services Librarian. During that meeting the library was toured and suggestions were made regarding the addition of appropriate signage, the need for tables, work areas and checkout desks which are of appropriate height, and the need to change the title of "Handicapped Services Librarian." The Director of the Library has informed the CGDS by letter that the changes would be made. Although there are many more accessibility deficits in the library, such as card catalogs which are too high and stack aisles which are too narrow, due to current space limitations, it is better to deal with them programmatically through the Library Assistant for People with Disabilities (formerly Handicapped Services Librarian) than to attempt physical modifications.

Information Services was also asked to provide the CGDS with a list of all accessible public telephones on campus. The list showed that while there is a sufficient number of such phones in

some areas of campus, other areas are lacking. The CGDS will assist Information Services in finding the best spots for new phones. There is also a disturbing lack of TDDs on campus. Currently there are only two TDDs available for public use at UMD. Those are located in Darland Administration Building and Lake Superior Hall.

The use of one of the spaces used for service vehicles outside of the Kirby Student Center was seen to be an ideal spot for a Drop-Off Zone for people with disabilities because of the short distance to the door and constant access to the elevator. Captain Michalicek of the UMD Police was contacted and agreed to create a zone if the CGDS could find proper language for the sign. After contacting the Minnesota State Council on Disabilities, wording was developed and the sign is now in place.

At this time, UMD does not have a sufficient number of accessible parking spaces according to state and federal code. These codes specify that one in fifty spaces be designated for disabled parking. UMD's ratio is currently closer to one in one hundred. However, Plant Services will add more upon request. This is important for the Access Center to know.

Currently, there are no individual maps of the campus which include markings to indicate elevators. The maps are printed by the admissions office. After discussing the problem with Admissions, the CGDS has provided an updated map with markings for elevators which will be used for the next map printing.

Although a good start was made toward creating a truly-accessible environment, there is still much to be done. Not only are there still existing deficiencies, but as buildings are constructed or remodeled new needs will arise. Routine follow up also needs to be done to ensure that repairs or modifications are completed correctly and in a timely manner. For this reason, physical accessibility of the campus must be constantly and consistently monitored.

PROGRAMMATIC ACCESSIBILITY

Accessibility also means inclusion in academic/nonacademic programs and activities, knowing that others understand and respect needs for individual accommodations, as well as feeling welcome to participate in the programs of one's choice.

The CGDS is working with the Student Health Service to develop a system by which private-pay personal care attendants who are working for UMD students can use the Health Service staff as a resource for the development of skills needed to do the job. This is of great importance because when students hire other students and don't go through a monitoring agency, the student providing care usually receives little or no formal instruction on what may be very complex procedures. Without this instruction the student consumer may be putting his/her health or life at risk.

The language regarding people with disabilities changes frequently and those changes need to be clarified for faculty, staff, students, and the community. The CGDS has consistently advocated for the use of the most positive and up-to-date language through written materials, memos, verbal contact, and by her own example.

Recruiting materials used by the Admissions Office also do not include any students with visible

disabilities in their photographs. And even through the text mentions that UMD's interconnected campus is appropriate for people with disabilities, it is unhighlighted and located towards the end of the brochure. Unfortunately, the brochures for 1992 recruitment are already at the printers, but the recruitment staff is receptive to working with the Access Center to improve the brochure for 1993.

UMD currently has no emergency evacuation plan for students with disabilities in classroom buildings. The CGDS has provided Norbert Norman in Plant Services with descriptions of evacuation plans from other college campuses. The CGDS will work with Plant Services to develop a plan for UMD.

There are not general university materials (ie. Bulletins, Liberal Ed. Category lists, etc.) available in braille or large print. Materials must be made available in these forms. State Services for the Blind may be able to do the conversions.

Greyhound tickets are sold to students and staff on campus. However people with disabilities needing special tickets which would allow a companion to escort them at no cost cannot purchase them on campus. These tickets must be purchased at the Greyhound Station. It was unclear as to how a person and escort needing such a ticket would proceed if they wish to board the Friday afternoon bus which leaves UMD. Together with Greyhound management, the CGDS has developed a written policy allowing the individual and escort to board the bus at UMD and buy the ticket when the bus reaches the station.

STUDENT INTERACTION

Another very important part of the CGDS's job is interaction with students. At first that was slow and rather difficult both because of the newness of the position and the geographic distance from the Access Center. The fact that the position began in the middle of the academic year also greatly hampered the development of staff-student relationships because they had been using other Access Center Staff since Fall. As the students became more familiar with the CGDS, interactions became easier, more frequent and spontaneous. Students not only stopped by for assistance, but also just to say "Hi." It will be interesting next year when the CGDS is present from the beginning of the academic year, to see what types and quality of interaction occur.

One student stopped by to request that the CGDS contact the Housing Office to request that the student be allowed to move into another on-campus apartment. After discussing the matter with the student, it was learned that she had not contacted Housing or even seen the apartment into which she was proposing to move. The CGDS has made it a policy not to advocate until the individual has at least attempted to advocate for him/herself. Together, the student and CGDS made a list of things that needed to be done or asked before the move could take place. The student agreed to take action and went on her way. Approximately one month later, the student reported that when she finally saw the apartment, she did not like it and dropped her pursuit. However, she did speak with Housing regarding a more-suitable apartment and hopes to move into one in the Fall.

The CGDS has also worked with an upper-classman who has a visual impairment. She is majoring in special education and was taking a course which involved administering standardized tests. She needed to have the test-giver's portion of the examinations enlarged to accommodate her low vision.

The CGDS worked with both the student and the instructor to develop a system for the student to take control of getting the tests enlarged as well as modifying other course-related and teaching materials. This was extremely important because of the ongoing need of this student for this type of accommodation. She will be able to show potential employers that she can take responsibility for making the adaptations she needs to succeed.

Another student with a visual impairment sought a significant amount of assistance from the CGDS this spring. She was a transfer student seeking entry into the elementary education program. She required testing accommodations for two sets of standardized tests required for admission into upper-level classes. Although this would usually be a simple process, one of the exams was to be administered under very rigid conditions. To arrange for accommodations, verification letters had to be sent to the testing company. It was later discovered that even though our packet did reach the company, it was never forwarded to the Accommodations Department. With less than one week before the test was scheduled to take place, a call had to be made directly to that office and the accommodations were granted.

Those are three examples of situations in which the CGDS was able to provide the student with direction so that he/she could not only access needed services, but also gain some experience as a self-advocate. There were also times in which the CGDS had to advocate for the student TO the student.

One such student is a capable young man with rather severe cerebral palsy. He has learned to use his disability as a tool to get what he wants, even when what he wants is "over-accommodation." Because of the severity of this student's disability and this culture's learned need to help, some faculty were willing to make accommodations which would have given him an unfair advantage over his able-bodied peers and would also prevent him from discovering his own strengths. To be the best advocate for this student, the CGDS kept in close contact with both the student and his instructors in order to answer questions and assist in determining realistic accommodations when the need arose. The CGDS also facilitated discussions between the student and an instructor as to the appropriateness of participating in a more-advanced course the following quarter.

Another example of such advocacy involves a student with a visual impairment. She will soon need to file her upper division papers and, although she had a surplus of academic credits in areas that are of interest to her, she has not met the requirements for three of the four liberal education categories. In a meeting between the student, her academic advisor, the Access Center director, and the CGDS, a list of appropriate possible courses which could be used to fulfill her liberal education requirements was developed. The student and CGDS then went to register for Fall classes. The student expressed concern that if she took any of these courses she would not have enough interaction with her friends. The CGDS and the student discussed the need to concentrate on academic requirements and use other times for social interaction. She agreed and registered for appropriate classes. The courses for which she registered will fulfill the requirements for one Lib Ed category, one subsection of a second category, college writing, and will also contribute to fulfilling the academic requirements for her degree.

The CGDS also interacted with prospective and incoming students and their parents. She provided direct service to students visiting campus and participated in orientation sessions to answer

questions and provide information about potential services. Letters were developed for prospective students with physical or visual disabilities. The letters along with information packets are sent when the CGDS is notified of a potential student.

As a whole, the CGDS has been responsible for providing services to approximately fifty-three students: five who have visual impairments, two who are blind and deaf, twenty five with mobility and/or coordination impairments, three who have systemic disorders, nine with emotional/psychological disabilities, five who disclosed chemical dependency, and four who have "other" disabilities (including one student who has had a heart transplant and two who have experienced traumatic brain injuries). Of these students, approximately six have graduated or left UMD at the end of Spring Quarter 1991. The CGDS is also aware of approximately twelve new students who will fall in her caseload for the 91-92 academic year. The number of new and prospective students with disabilities will certainly rise as the Office of Admissions and Access Center work together to develop a system to identify and track these students.

FACULTY/COMMUNITY INTERACTION

The CGDS has participated in several activities which have enabled her to interact with faculty members and various community agencies and committees. She utilized these opportunities to improve awareness and understanding of the needs of students with disabilities.

The CGDS has twice been invited to speak to Helen Rallis' Educational Methods and Materials class regarding the needs of students with disabilities. The class response was extremely positive. Not only was there much discussion during the class, Dr. Rallis reported that students discussed points raised during the presentation for several class periods after that.

She presented a lecture on the special nutritional needs of people with disabilities to the "Nutrition Throughout the Life Cycle" class. Because of her background in nutrition she is uniquely qualified to speak on this issue.

The CGDS assumed major responsibility for the planning of Disability Awareness Days 1991 at UMD. The two-day event brought 14 disability organizations to campus for an information fair. Students with disabilities put on a play; the topic of which was the understanding of people with different disabilities. The event was highlighted by a performance by Rob Chalmers. Rob is a magician who has cerebral palsy. He uses a magic act to convey the need for understanding and appreciation of a wide variety of individual differences.

The CGDS represents UMD and the Access Center on the Duluth Transition Interagency Committee. This Committee examines and helps to establish policies, programs, and guidelines for the transition of students with disabilities from secondary education programs to employment or post-secondary programs.

The Director of Courage-Duluth has invited the CGDS to represent UMD on the Courage-Duluth Advisory Board. The CGDS also represented the Access Center and UMD at the 1991 Arrowhead Youth Games which was sponsored by Courage-Duluth.

On a broader scale, the CGDS serves as a member of the planning committee for AHSSPPE's national conference which will be held in Minneapolis this summer. She serves as the Chair of the Special Needs Committee.

The CGDS was invited to speak at the March session of Partners in Policy making. "Partners" is a leadership-training program sponsored by the World Institute on Disabilities. It serves to train young adults with disabilities and parents of young children with disabilities to work with school, local, state, and federal officials to get the best possible services for themselves or their children. She spoke on post-secondary education options for students with disabilities.

Finally, the CGDS provided testimony on the importance of the Access Center Programs and the urgent need for stronger federal funding to support programs for students with disabilities. This testimony was heard by Senator Paul Wellstone when he held a Hearing at UMD in May.

PLANS FOR NEXT YEAR

There is a strong need to continue the work of the CGDS next year.

The CGDS would continue to work toward establishing maximum accessibility on this campus.

The CGDS would work with Plant Services to develop emergency evacuation procedures for students with disabilities.

The CGDS would continue to participate in committees which promote the needs and understanding of students with disabilities.

The CGDS would continue to advocate for students with disabilities directly through advising and indirectly through her interaction with faculty, staff, and the community.

The CGDS would continue to serve as a resource for faculty, staff, and the community.

The CGDS would work with State Services for the Blind so that general UMD materials may be developed in large print and braille.

The CGDS would develop resource materials for both students and staff on disability-related issues. An Access(ibility) Guide for students will be developed.

The CGDS would also be responsible for the planning, presentation, and evaluation of UMD Disability Awareness Days 1992.

The CGDS would assess needs and develop programs to better support students with chemical dependency, psychological or emotional impairments.

The CGDS would plan, present, and evaluate workshops for faculty and students on disability-related issues. Possible topics for student workshops include sexuality issues, assertiveness training, and interviewing skills. A planned topic for a faculty/staff workshops will be Section 504 and other state/federal legislation.

